11.3.1 | Unit Overview

Using a Seed Text as a Springboard to Research

Text	"Hope, Despair and Memory" by Elie Wiesel
Number of Lessons in Unit	11

Introduction

In the first unit of Module 11.3, students continue to develop the skills, practices, and routines introduced in Module 11.1 and Module 11.2, including reading closely, annotating text, and evidence-based discussion and writing. Students engage in focused annotation to support independent analysis of text and begin the inquiry-based research process.

In this unit, 11.3.1, students read "Hope, Despair and Memory," a lecture by Elie Wiesel. Students analyze the text to determine how Wiesel develops central ideas, including how these ideas build on each other and interact over the course of the text. Students also use the content of the text to surface and explore potential research topics. Students identify and track these topics, which become springboards to the inquiry-based research process that continues in the following unit, 11.3.2. Additionally, students begin to pose and refine inquiry questions about their topic in order to guide their initial research. In preparation for writing a research-based argument paper in 11.3.3, students delineate Wiesel's argument to better understand how authors construct compelling arguments. Additionally, students begin to analyze the different perspectives and arguments that arise in the texts they encounter in their early research, while beginning to work on developing their own initial claims.

At the end of the unit, students engage in a two-part formal assessment. First, students synthesize and compose a multi-paragraph response examining how Wiesel develops two or more central ideas throughout "Hope, Despair and Memory," and how these ideas interact and build on one another over the course of the lecture (RI.11-12.2, W.11-12.2, L.11-12.1, L. 11-12.2). In part two, students reflect on the research process begun in this unit by writing about two or three areas of investigation that emerged from "Hope, Despair and Memory," explaining how and from where the areas emerged (W.11-12.9). These areas of investigation are the foundation for the research process that fully develops in 11.3.2.

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Note: This unit suspends Accountable Independent Reading. Students are held accountable for building a volume of independent reading as they are expected to read outside sources in their exploration of potential areas of investigation for research.

Literacy Skills and Habits

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Engage in productive, evidence-based discussions about text.
- Collect and organize evidence from texts to support analysis in writing.
- Collect and organize evidence from texts to support claims made in writing.
- Use vocabulary strategies to define unknown words.
- Identify potential topics for research within a text.
- Use questioning to guide research.
- Conduct pre-searches to validate that there is sufficient information to explore potential topics.
- Delineate arguments and explain relevant and sufficient evidence.
- Analyze perspectives in potential research texts.

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
CCRA.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCS Standards: Reading — Literature	
None.	
CCS Standards: Reading — Informational Text	
RI. 11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of topic(s).
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
CCS Standards: Writing	

W. 11-12.2.a, b, d, e, f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W. 11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

CCS Standards: Speaking & Listening

SL. 11-12.1.c	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CCS Standards: Language	
L. 11-12.1.a	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
L.11-12.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L. 11-12.4.a-d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	CCRA.8; RI.11-12.1.a; RI.11-12.2; RI.11-12.6; W.11-12.7
Description of Assessment	Varies by lesson but may include short written responses to questions focused on how the author unfolds events or ideas, develops and refines a central idea, or advances his purpose. This may also include the development of factual, interpretive, and evaluative questions for further exploration of research topics and pre-searches to narrow down selected areas of investigation.

End-of-Unit Assessment	
Standards Assessed	RI.11-12.2; W.11-12.2.a, b, d, e, f; W.11-12.9.b; L.11-12.1; L.11-12.2
Description of Assessment	**Part One:** How do two or more central ideas interact and build on one another over the course of the text? **Part Two:** Articulate two to three distinct areas of investigation and where they emerge from the text.

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	"Hope, Despair and Memory", paragraphs 1–4	In this first lesson of the unit and module, students are introduced to the module's focus: building evidence-based arguments through inquiry-based research. Students begin reading and analyzing the introduction to Elie Wiesel's Nobel Peace Prize lecture, "Hope, Despair and Memory." In this portion of text, Wiesel introduces a Hasidic legend that introduces the central ideas of memory, hope, and suffering. Students begin to track these central ideas as they emerge and build upon one another.
2	"Hope, Despair and Memory," paragraphs 5–7	In this lesson, students continue to read and analyze "Hope, Despair and Memory," focusing on Wiesel's particularly effective use of rhetoric and how this rhetoric contributes to the power of the text. Using the Rhetorical Impact Tracking Tool, students record their insights about how Wiesel uses specific language, imagery, paradox, and varied syntax to advance a purpose. Additionally, students begin the research process using the Surfacing Issues Tool to identify potential areas of investigation in the text.
3	"Hope, Despair and Memory," paragraphs 8–11	In this lesson, students continue to read and analyze "Hope, Despair and Memory," building their understanding of Wiesel's use of language and rhetoric, and considering how he continues to develop the idea of memory in the lecture. Students continue to identify potential research topics and record them on their Surfacing Issues Tools.
4	"Hope, Despair and Memory," paragraphs 12–17	In this lesson, students continue to read, "Hope, Despair and Memory," in which Wiesel presents the paradox of the importance of remembering events and the human capacity to forget. Students continue to build their understanding of central ideas present in this text as well as how these ideas build on one another in the text so far. Students continue to surface issues in the text for the purposes of research and learn how to generate inquiry questions from these issues.

Lesson	Text	Learning Outcomes/Goals
5	"Hope, Despair and Memory," paragraphs 18–23	In this lesson, students read and analyze a portion of "Hope, Despair and Memory," in which Wiesel emphasizes the importance of documenting and communicating the experiences of Holocaust victims to prevent future atrocities. Students examine and record how Wiesel uses rhetoric in this portion of text to advance his purpose. Students also continue to surface issues and generate inquiry questions, and are introduced to the process of refining these inquiry questions to hone the richest paths for inquiry.
6	"Hope, Despair and Memory," paragraphs 24–26	In this lesson, students continue to read, "Hope, Despair and Memory," noting how Wiesel continues to develop the central ideas of memory, suffering, and solidarity by referencing present-day examples of injustice and offering steps to correct them. Students continue to track potential issues for research and continue to generate and refine inquiry questions for the purpose of conducting rich, inquiry-based research.
7	"Hope, Despair and Memory," paragraphs 27–29	In this lesson, students complete their reading of, "Hope, Despair and Memory" and consider how Wiesel crafts a persuasive and compelling lecture through the use of claims, counterclaims, evidence, and reasoning.
8	None	In this lesson, students continue their research and develop areas of investigation from a surfaced topic from "Hope, Despair and Memory." Students observe modeled instruction about using the Exploring a Topic Tool and participate in a collaborative discussion to further develop perspectives on and understandings of the variety of issues surfaced. Students discuss and independently record potential areas of investigation on their Exploring a Topic Tools.

Lesson	Text	Learning Outcomes/Goals
9	None	In this lesson, students focus on developing proficiency with two research tools: the vocabulary journal and Pre-Search Tool. Students are introduced to the vocabulary journal and template as a way of organizing and exploring domain-specific language. Then students engage in a pre-search activity in order to begin gathering sources for further research in future lessons using the Pre-Search Tool to record relevant information about the sources they find. This activity helps students confirm whether there is enough information available about their topics to warrant further research.
10	None	In this lesson, students continue with their pre-searches, using the Pre-Search Tool to collect relevant information about the sources they find. Students also use their vocabulary journals to record unfamiliar words they encounter as they search. Students then engage in discussion around authors' perspectives and consider authors' perspectives as they search for sources.
11	"Hope, Despair and Memory" (full text)	In this final lesson of the unit, the End-of-Unit Assessment, students complete a two-part assessment. First, students synthesize and compose a multi-paragraph response examining how Wiesel develops two or more central ideas through the lecture and how these ideas build on one another and interact over the course of the text. In part two, students reflect on the research process begun in this unit by writing about two to three areas of investigation that emerged from "Hope, Despair and Memory," explaining how and from where these areas emerged.

Preparation, Materials, and Resources

Preparation

- Read and annotate "Hope, Despair and Memory."
- Review the Short Response Rubric and Checklist.

- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

Materials and Resources

- Chart paper
- Copies of the text "Hope, Despair and Memory"
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see Materials list in individual lesson plans
- Copies of the 11.3.1 End-of-Unit Text Analysis Rubric and Checklist
- Copies of the Short Response Rubric and Checklist
- Self-stick notes for students (optional)